



The standard to assess and recognise the quality of schools' involvement in developing young people's employability

Assessment report

School	Malet Lambert
Assessment Verification	20 July 2012
Assessor	Roger Allen
Decision	Accreditation with MERIT

Demonstrating excellence in working with businesses

Strong connections between education and business are especially important when they demonstrate the paths that lead to a knowledgeable, skilled and productive workforce. It is essential that all education business activities are of high quality, so that young people can experience the realities of work and develop the employability skills vital to their own future, and to the economy as a whole.

Business Ready™ is the standard against which to assess and recognise the quality of schools' involvement in developing young people's employability. Being Education Ready™ demonstrates that a business has everything in place it needs to work effectively with businesses, so that young people receive realistic, engaging, safe and effective work experiences at each key stage in their education.

Business Ready's™ rigorous accreditation process involves self-assessment - backed up by supporting evidence - and verification by an external assessor, leading, if successful, to the nationally recognised Award.

About IEBE

The Institute for Education Business Excellence (IEBE) aims to improve the employability and life chances of all young people by ensuring that they have access to high quality education business opportunities, mediated by professionals working to the highest possible standards. It does this by setting and safeguarding the standards for all types of employment-related learning up to the age of 19.

Business Ready™ is IEBC's quality assurance product aimed at schools who wish to improve the way they work with businesses to improve young people's employability. It complements its sister standard - Education Ready™ - aimed at businesses who wish to improve the way they work with schools.

1. BACKGROUND

Malet Lambert is a co-educational comprehensive community school and specialist Language College for young people aged 11-16. Most of its 1400 students live in the central area of East Hull. The school has a team of 160 teaching and support staff. A significant refurbishment of the school is due to be completed this summer under the Building Schools for the Future scheme (BSF).

The school's catchment area includes some of the more prosperous parts of Hull, although there are also areas of significant deprivation. The local economy is mixed, although engineering plays a significant part, particularly in connection with the renewables industry. Most students at the school are classified as white British in terms of ethnicity, and the number known to be eligible for free school meals is below the national average.

GCSE examination results in 2011 were as follows:

5 A*-G	100%
5 A*-C	98%
5 A*-C including English & Maths	67%
3 A*-A	42%

Results have improved year-on-year for the past four years.

The school's latest OFSTED Report (April 2012) noted that:

The curriculum has some innovative features designed to meet the needs of all students and to provide for a range of pathways, including some vocational courses.

The responsibility for developing and sustaining links with businesses lies with the 'Business Champion', who reports to a member of the Senior Management & Leadership Team (SMLT). However, he also liaises directly with the Headteacher, who takes a strong interest in this area of activity.

The Business Champion, who is himself a governor at the school, is supported by a Business Governor – a senior manager at Npower. The dedicated budget available to the Business Champion in 2011-12 was £10,000, although some additional funding was also provided for specific events.

The Business Champion's job description (2010) includes the following "Purposes":

- *To ensure the development of an outstanding business community relationship; and,*
- *To be responsible for partnerships with partner schools, businesses and higher education which are outward looking, enterprising, improve standards and raise performance.*

His curriculum objectives include:

- *Maintain constant awareness of developments in productive relationships with the business community; and*
- *Embed business aspects across the whole school.*

The Business Champion's aim is create a model which ensures that relationships with business are sustainable across the curriculum. To this end, ongoing links with businesses have been established within the science, maths, English and modern foreign languages departments. To help achieve this aim, the school deploys an "Enterprise Checker" - a log of all business-related and information, advice and guidance (IAG) events and activities, which runs from September 2011 to 19 June 2012. It lists 47 events and activities, involving 1,694 students, including those on the following themes:

- Employability and motivational;
- Employer premises visits;
- Enterprise and entrepreneurship;
- STEM (Science, Technology, Engineering and Mathematics);
- Engineering and construction careers;
- Health & safety; and,
- Women in leadership roles.

In addition, 220 of the 270 Year 10 students undertook a one week work experience (WEX) placement in 2011-12 (facilitated by Humber EBP – a local employability services provider). There were some difficulties in finding sufficient placements for the whole cohort, although the intention is that all members of the year group will participate next year.

The school works with a number of companies and other organisations within Hull and East Yorkshire. It is a member of the 'Bondholder scheme', which involves over 140 businesses in the locality, and of Hull and Humber Chamber of Commerce. It is involved in the 'Above & Beyond' project, which is headed by three companies:

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Claughtons, Mercury and Spectrum. The school also works with the 'Exchange' - a hub designed to help young people with employability and skills issues. This has grown out of the Esteem Consortium, which delivered Hull's Building Schools for the Future programme. The school also has a strong relationship with the Humber Education Business Partnership. Finally, the school has achieved the National Standard for Enterprise Education awarded by Warwick University.

2. OUTCOME

The Assessor confirms that, on the basis of the evidence presented and verifying discussions, **Malet Lambert School** has met the Business Ready™ standard and should be accredited at the following level: **MERIT**.



3. AREAS OF GOOD PRACTICE

1. There is strong leadership from the Business Champion, who is highly committed to his work and the concept of employability. He has a well articulated strategy for taking it forward and is clearly the driving force behind its development. He is also aware of the skills required for his role.
2. The work of the Business Champion is well supported by his line manager, the Headteacher and a member of the governing body.
3. All activities with businesses are underpinned by a detailed action plan (part of the School Improvement Plan), which sets out objectives, responsibilities, activities, resources, milestones, success criteria and evaluation approaches.
4. The diversity and scale of the activities with businesses undertaken by the school are impressive and involve the vast majority of students.
5. The move towards ensuring that business involvement is sustained within the school, by embedding within departments, is already underway and there are plans to increase the number of participating departments next year.
6. Partnership working with businesses and other bodies, and within networks, is strong and clearly benefits students at the school. However, it goes further than that, by seeking to have a broader impact within the community and the local economy.

4. AREAS FOR DEVELOPMENT (with Recommendations)

1. Noting the difficulty with finding WEX placements for the whole cohort, the school could work with the local employability services provider (Humber EBP) to ensure all Year 10 students are offered viable placements in 2012-13.
2. Although the evidence provided by the school indicates that students have enjoyed and benefited from their employability experiences, a more systematic approach to impact assessment would show a tangible effect on student attitudes and achievement.

5. COMMENTARY ON INDIVIDUAL CRITERIA

Criterion BR1:

Provides a range of education business activities involving businesses that contribute to young people's economic well-being and employability

The commentary above has emphasised the diversity and scale of the school's activities, from enterprise activities and competitions, through employability seminars - focusing on specific occupational areas relevant to the locality and entrepreneurial skills - to work placements.

Criterion BR2:

Purpose in providing activities is clear, and intended outcomes for young people specified, relate to achievement, personal development, aspiration and motivation and the world of work

The Business Champion's major focus is on employability: young people having the knowledge and skills to be effective in the workplace and being motivated to do so. The school strives to achieve this through the use of intensive activities, such as the two day employability event for 300 Year 7 students that had just finished when the Assessment Verification took place.

Criterion BR3:

Activities are provided in accordance with and make an active contribution to wider school teaching and learning strategies

Several examples were provided to indicate that departments were establishing their own links with companies. These included the maths department working with construction consortium Hull Esteem, the English department working with a PR and marketing company on a writing project and GCSE law students visiting solicitors.

Criterion BR4:***Clear leadership structure, development plan and time-bound objectives for education business activities***

The management arrangements are described in Section 1 above. The Business Champion spoke very warmly of the support provided by the Headteacher and his line manager. The development plan, part of the School Improvement Plan, is an admirably clear and well-structured document that covers all the developmental bases.

Criterion BR5:***Policies relating to health and safety and safeguarding are implemented in all education business activities in compliance with current legislation***

The evidence submitted by the school prior to accreditation, plus the discussion during Assessment Verification, satisfied the assessor that all the necessary policies and checks are in place and, where relevant, implemented.

Criterion BR6:***Monitors and evaluates its involvement in supporting young people's employability and uses the findings to improve the quality of its activities***

The school gathers evaluation feedback from all its events and also monitors the development of business relationships within departments. However, the Business Champion himself thinks that a more systematic approach to impact assessment would be beneficial. A significant issue here may be the lack of time he has to cover all his current responsibilities: handing over his IAG responsibilities to a colleague in September may help in this respect.

Criterion BR7:

Offers a programme of professional development that enables teachers to meet learning objectives and gain relevant professional qualifications

The Business Champion had participated in relevant courses and there is evidence of awareness raising through whole-staff presentations, e.g. "Developing Business Opportunities in the Curriculum." However, the business relationships part of the 2012-13 School Improvement Plan does not set out specifically a planned approach to staff training or development for education business practice.

Criterion BR8:

Planning and delivery of education business activities involve active partnerships with businesses

While naturally having as its main priority the development of its own students, the school also recognises a responsibility to contribute to the economic wellbeing of the local community. This manifests itself in the number of partnerships with businesses and other bodies with which it is involved. Some of these are listed in Section 1 above.

6. CONCLUSION

The Assessor was impressed with the enthusiasm and commitment of the Business Champion, with his strong focus on both employability and on embedding the relevant skills needed by students within curriculum areas. In addition, the range and scale of the education business events and activities he has arranged for students constitute a significant achievement.

All this would have been impossible to achieve without the active support of the school leadership team and the clarity of its planning processes. In what is currently a period of transition for the overall work-related learning agenda, Malet Lambert School provides a commendable example of how a positive and well planned approach to engaging business in the learning process can be of huge benefit to young people and the community.



Roger Allen, Assessor
20 July 2012

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Annex

The Assessor had discussions with or received testimonials/feedback from:

Name	Role	Organisation
Stephen Logan	Business Champion	Malet Lambert
Testimonials/feedback		
Jane Disbrey	Head Teacher	Malet Lambert
14 Year 8 Students	Participants, Environmental Enterprise Challenge	Malet Lambert
Jim Harris	Centre Manager	St Stephen's Shopping Centre
Vanessa Harvey-Samuel	Head of Localities & Learning	Children & Young People's Service, Hull City Council
Andrew Morton	Account Director	Footprint Renewables
Councillor Helene O'Mullane	Portfolio Holder	Children & Young People's Service, Hull City Council
Kenton Robins	Member	Institute of Directors
Oliver Wilson	Director	Xuro Computers
Claire Young	Chair of Judges	Environmental Enterprise Challenge
667 Y9-11 Students	Questionnaire responses	Malet Lambert
3 Y10 Students	Work Experience Report	Malet Lambert
Modern Foreign Languages Department	Activity feedback	Malet Lambert

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Assessment outcomes

The Assessor decides, on the basis of the written and oral evidence, at which level a successful school has met the standard: distinction, merit or pass. The decision as to the appropriate level depends upon the professional judgement of the experienced Assessor.

The following descriptors are used as a guide, with the caveats that it is unlikely that a business will perform at the same level against every criterion and that these descriptors have to cover many different types of relationship with businesses.

Distinction

- The school delivers a very wide range of education business activities which involve the vast majority of young people. These activities include direct experience of the world of work and involve a wide range of businesses.
- The activities are thoroughly evaluated and the findings are acted upon.
- Legal responsibilities are understood by all staff involved and policies clearly implemented.
- The school is clear about the purpose of education business activities and can point to the positive impact it has on young people.
- Education business activities occupy a prominent place in the school's development planning and the senior management drives its development. They are well managed, with clear lines of responsibility, realistic targets, sufficient time allowed to managers to carry out their responsibilities and an adequate budget. There is a governor with clear responsibility for education business activities.
- All staff involved in managing and delivering these activities have the appropriate knowledge and skills and the opportunity for professional development when required.
- The school constantly seeks ways of developing its education business activities and always involves partner organisations when they can add value.

Merit

- The school delivers a range of education business activities which involve many young people. These activities include direct experience of the world of work and involve some businesses.
- The activities are usually evaluated and the findings are acted upon.
- Legal responsibilities are understood and policies clearly implemented.
- The school is clear about the purpose of education business activities and in some cases can demonstrate the impact it has on young people.
- The school's development planning includes education business activities and senior management is supportive. There are clear lines of responsibility for their management, some time allowed to managers to carry out their responsibilities and a designated budget. The governing body takes an interest in education business activities.

- Most staff involved in managing and delivering the activities have the appropriate knowledge and skills and there is some opportunity for staff to undergo relevant professional development.
- The school is receptive to ideas for improving its offer and sometimes involves partner organisations when they can add value.

Pass

- The school delivers a limited range of education business activities which involve some young people, often in specifically targeted groups. Some of these activities include direct experience of the world of work and businesses are occasionally involved.
- There is evidence that activities are sometimes evaluated but this is in a piecemeal rather than a consistent fashion.
- Legal responsibilities are clearly met by the school but not all staff involved understand their implications.
- The school's senior management acknowledges the importance of education business activities but tends to rely on middle managers to drive its development.
- The school's development planning includes education business activities but lines of responsibility for its management are not always clear, time is allowed to managers to carry out their responsibilities but this may not be sufficient and, although funding is available, there is not a specifically apportioned budget. The governing body takes only an occasional interest in education business activities.
- Some staff involved in managing and delivering them have the appropriate knowledge and skills but there is only a limited opportunity for staff to undergo relevant professional development.
- The school is receptive to ideas for improving its offer but only occasionally involves partner organisations.